

Title II of the Higher Education Act Institutional Report

Report Year 1
Academic year: 1999-2000
Fall 1999, Winter, 2000, Summer 2000

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	AVILA COLLEGE						
Institution Code	6109						
State	Missouri						
Number of Program Completers Submitted	40						
Number of Program Completers found, matched, and used in passing rate Calculations¹	40						
					State wide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Professional Knowledge	520	1			8		

Principles Learning & Teaching 5-9	523	1			135	133	99%
Academic Content Areas							
Art Content Knowledge	133	1			75	75	100%
Elem Ed Curr Instruc Assessment	011	19	17	89%	1614	1547	96%
English Language and Literature	040	1			14	14	100%
Mathematics: Content Knowledge	061	1			126	123	98%
Social Studies: Content Knowledge	081	2			276	269	97%
Other Content Areas							
Speech Communication	220	1			35	35	100%
Teaching Special Populations							
Special Education	350	13	13	100%	207	207	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name	AVILA COLLEGE					
Institution Code	6109					
State	Missouri					
Number of Program Completers Submitted	40					
Number of Program Completers found, matched, and used in passing rate Calculations¹	40					
				Statewide		
<i>Type of Assessment²</i>	Number Taking Assessment ³	Number Passing Assessment ⁴	Institutional Pass Rate	Number Taking Assessment ³	Number Passing Assessment ⁴	Statewide Pass Rate
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	2			144	142	99%
Aggregate - Academic Content Areas (Elementary Education, Math, English, Biology, etc.)	24	22	92%	3148	3026	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	1			101	100	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	13	13	100%	319	318	100%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	40	38	95%	3678	3553	97%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 190

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 42

3. Please provide the numbers of supervising faculty who were:

8 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

6 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

1 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 15

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 2.8
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 12. The total number of hours required is 480 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state? X Yes ____ No
7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? ____ Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional)

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

B. Missouri has asked each institution to include at least the following information.

1. **Institution Mission**

Avila College is a value-based community of learning, Catholic, co-educational and sponsored by the Sisters of St. Joseph of Carondelet. In a climate respecting the worth and dignity of each individual, the college provides liberal arts, professional undergraduate and graduate education for students' responsible life-long contributions to the contemporary world.

2. **Educational Philosophy**

A college education at Avila College aims to foster the intellectual, spiritual and social growth of its members. It provides an academic community dedicated to education in liberal arts and professional areas, and it promotes community service and life-long learning.

The Department of Education reinforces the college's philosophy statement by preparing students for the teaching profession. Department faculty, staff and students strive to become responsible, articulate persons with strong academic preparation, professional competence and a dedicated commitment to the life of service which they choose.

Each major in the Department and each course in the various curricula provide very specific objectives which flow from the Department objectives. It is also in the light of these objectives that faculty and students in the Department evaluate courses, curricula and total program outcomes.

The Department endeavors to provide excellent teachers for our nation's schools, teachers who are well grounded in theory with a wealth of practical experience. These teachers are prepared to be reflective, caring and competent professionals committed to the belief that all children can learn.

3. Conceptual Frameworks

Avila's Conceptual Framework for Education students is grounded in research and developed around seven basic goals to becoming a quality educator. These goals are linked to the State Performance standards for beginning teachers. In the complete conceptual framework, each goal is supported by research in the rationale, and each goal contains outcome measures to validate in which ways the goal is met by Avila students. The seven goals are as follows:

Goal 1: Students will demonstrate acceptable basic skill competencies in the communicative arts, quantitative concepts, and media communications.

Goal 2: Students will exhibit higher level thinking skills, including critical, creative, problem solving, evaluative, and reflective thinking both in college classrooms and in practical application experiences.

Goal 3: Students will demonstrate attitudes toward self, parents, children, colleagues, and administrators to foster learning and genuine human relations in varied field experiences.

Goal 4: Students will integrate subject matter knowledge and a repertoire of teaching skills to meet the diverse needs of students and effectively manage the classroom.

Goal 5: Students will use theoretical knowledge and research about learning and human behavior to orchestrate learning experiences and respond appropriately to classroom events.

Goal 6: Students will apply principles, theories, and methods learned in college classrooms to actual on-site experiences in schools.

Goal 7: Students will establish a foundation for continuing professional development.

4. Program completers who teach in the private schools and out of state

Private Schools: 4

Out of State Schools: 15